

INSPECTION REPORT

St Peter's Catholic Primary School

Bradford

LEA area: Bradford

Unique reference number: 107329

Headteacher: Mrs Karen Naik

Lead inspector: Margaret Shepherd

Dates of inspection: 22nd – 25th February 2005

Inspection number: 267925

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 3 – 11 years
Gender of pupils: Mixed
Number on roll: 146

School address: Upper Nidd Street
Leeds Road
Bradford
West Yorkshire

Postcode: BD3 9ND

Telephone number: 01274 773977
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Appropriate authority: The governing body
Name of chair of governors: Miss Elaine Barker

Date of previous inspection: 22-Feb-1999

CHARACTERISTICS OF THE SCHOOL

St Peter's Catholic V.A. Primary School serves an inner city area of Bradford with a high level of social deprivation with high levels of unemployment. Forty-four per cent of pupils are entitled to free school meals, which is well above average. There are 146 pupils on roll, which is lower than average. There are 78 boys and 68 girls. There is a high level of mobility throughout the school, due to the number of refugees, asylum seekers and travellers and the high level of temporary housing. Standards on entry to the nursery are well below the expected level. There are considerable variations in numbers in different age groups. The school currently has single-age group classes in reception, Year 1 and Year 3, but all the other classes have mixed-age groups. Nursery children attend on a part-time basis, with five children attending full-time. Twenty-two per cent of pupils are on the special educational needs register, which is average, and three per cent of pupils have full statements of special educational needs, which is above average. Sixty-nine per cent of pupils are from ethnic minority groups, with 37 per cent having English as an additional language. This is very high compared with the national average. Nine per cent of these pupils are in the early stages of acquiring English. Several teachers are new to their year groups. The reception and nursery co-ordinator only began teaching reception in September and has not completed a full year in this age group. She set up the nursery when it was opened three years ago and worked very closely

with the nursery nurse. The nursery teacher is new to this age group. During the inspection, there was a student working in the nursery.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11328 | Margaret Shepherd | Lead inspector | Foundation Stage Information and communication technology Personal, social and emotional education Pupils with English as an additional language |
| 9986 | William Twiss | Lay inspector | |
| 22452 | Mary Farman | Team inspector | English History Geography Music Pupils with special educational needs |
| 32513 | Vivian Randall | Team inspector | Mathematics Science Art and design Design and technology Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. The headteacher sets a clear educational direction for both personal and academic development that results in very good levels of inclusion within a very caring Christian context. By Year 6, standards are above average in English, mathematics, science, ICT (information and communication technology) and history. Pupils are eager to learn. Teaching is good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good from the Year 1 class to the 4/5 class, it is very good in the 5/6 class and in reception.
- The school works very hard to include all pupils – pupils with special educational needs, pupils with English as an additional language, travellers and more-able pupils all achieve well.
- Pupils have very good attitudes and behave very well, there are high levels of racial harmony and pupils' spiritual, moral and social development is very good.
- Teaching is good overall, with very good teaching in the 5/6 and reception classes; there are unsatisfactory features in the nursery teaching.
- Leadership and management are good; monitoring is good overall but not regular enough in observing lessons.
- Staff use the good assessment systems well, but opportunities are missed for pupils to assess their own work; the curriculum is of a good quality and enriched well.
- Care and welfare are very good, accommodation is good overall.

There has been good improvement since the previous inspection. All the previous key issues have been addressed. Standards have risen throughout the school, teaching is better, attendance rates are higher.

STANDARDS ACHIEVED

Year 6 results

| Results in National Curriculum tests at the end of Year 6, compared with: | All schools | | | Similar schools |
|---------------------------------------------------------------------------|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | B | C | B | A* ¹ |
| Mathematics | A | A | B | A |
| Science | B | B | C | A |

Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar free school meals.

The value added between Year 2 and Year 6 in the 2004 national tests was very high compared with all types of schools. Pupils achieve **well**. The inspection judges

¹ A* represents the top five per cent of standards nationally.

standards in Year 6 as above average in English, mathematics, science, ICT and history. Standards are higher in science this year because last year the Year 5/6 teacher was acting headteacher and only taught the English and mathematics lessons. This year, she is teaching her class full-time, and standards in science have returned to their previous level. The Year 2 national tests in 2004 showed standards below average in reading and writing and well below average in mathematics. This was a small year group with no more-able pupils. This year, there are several more-able pupils and the current infant teachers have high expectations of pupils, which accounts for the rise in standards. Standards in Year 2 in ICT and history are above expectations. Children in reception are on track to reach standards that are above expectations in personal, social and emotional development and at the expected level in all the other areas of learning².

Pupils' attitudes and behaviour are very good. Personal development is **very good**. Pupils' spiritual, moral, social and cultural development is very good overall, cultural development is good. Pupils' attendance is satisfactory. Systems for promoting attendance are very good.

QUALITY OF EDUCATION

The quality of education is **good**.

The quality of teaching is **good**. Teachers manage behaviour very well. Teaching assistants are a valuable part of the teaching team.

The quality of the curriculum is good. Provision for pupils with special educational needs, together with pupils with English as an additional language, traveller pupils and more-able pupils is good. There are not enough extracurricular opportunities for pupils. Teachers use literacy, numeracy and ICT well across other subjects.

The care and welfare of the pupils is very good and promotes a very safe and trusting context for pupils' learning. The school handles the regular influx of new pupils very effectively, which ensures that these new pupils quickly settle into the family atmosphere of the school.

Links with the community and other schools are good. The school provides good quality information for parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership and management of the headteacher are good. She creates a united school team that provides a caring and trusting context where every child matters. She works closely with the strong deputy headteacher. Leadership and management of co-ordinators are good overall with very good features. Management is good. There is a good quality governing body with a very effective chair of governors.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

² There are 6 areas of learning altogether. They form the nursery and reception curriculum determined by the government.

Parents and pupils are very positive about the school. Parents appreciate the arrangement for settling their children into school and are pleased that their children like school. Pupils appreciate that teachers show them how to improve their work and that they have an adult to go to about any worries.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- Improve the quality of teaching of the nursery teacher.
- Have more regular monitoring of lessons.
- Extend pupils' involvement in assessing their own work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** overall. It is very good in the Year 5/6 class and in reception and is satisfactory in the nursery. Standards are at the expected level in reception and in Year 2 and above this level in Year 6. The value added between Year 2 and Year 6 in 2004 was very high.

Main strengths and weaknesses

- Pupils' achievement accelerates in the Year 5/6 class, and standards in Year 6 are above average in English, mathematics, science, ICT and history.
- Achievement is good in both the infant classes, and standards in Year 2 are average in English, mathematics and science and above average in ICT and history.
- Children's achievement in the nursery is good in personal, social and emotional development (PSED); achievement is consistently very good in reception.
- Pupils with special educational needs, as well as pupils with English as an additional language, traveller pupils and more-able pupils all achieve well.

Commentary

1. Children enter the school with standards well below the expected level overall. In the nursery, children achieve well in PSED because the teacher is confident in this area of the curriculum. However, her subject knowledge is not secure enough in the other areas of learning. The very good quality work of the nursery nurse compensates for this weakness and children's achievement is satisfactory overall. In contrast, the reception teacher has very good subject knowledge. She has very high expectations and challenges every child very successfully. They all achieve very well and are on track to reach standards above the expected level in PSED development. In all the other areas of learning, children are on track to reach the expected level. This is a considerable achievement considering the standards on entry and the high proportion of children with special educational needs, as well as children with English as an additional language. Reception children sustain their concentration well and are keen to take the initiative. Children have a good understanding of technical reading terms and handle books carefully. They have a good level of technical skills in writing, produce simple sentences with support and recognise numerals to twenty. More-able children read very confidently and write independently at a level much higher than expected for their age.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 14.9 (13.7) | 15.8 (15.7) |
| Writing | 14.0 (13.4) | 14.6 (14.6) |

| | | |
|-------------|-------------|-------------|
| Mathematics | 14.9 (14.3) | 16.2 (16.3) |
|-------------|-------------|-------------|

There were 21 pupils in the year group. Figures in brackets are for the previous year.

- Standards in the 2004 national tests in Year 2 were below average in reading and writing and well below average in mathematics. Compared with similar schools, standards were above average in reading and writing and average in mathematics. The inspection judges standards as average in reading, writing, speaking and listening, mathematics and science. This improvement is due to changes in staffing. Pupils now achieve well in both infant classes. There was a small number of children in the 2004 Year 2 class, and there were no more-able pupils. This year, there are several pupils who are working at the higher level, and this contributes to the rise in standards. Pupils enjoy reading stories and use a clear handwriting style. In mathematics, pupils handle numbers confidently, and in science they record investigations consistently. There is a very good quality ICT co-ordinator, assessment systems are very good and teachers use the computer suite regularly. This produces standards in ICT that are above the expected level. The school places a high emphasis on history and there is a very good quality co-ordinator. This results in higher standards in this subject in Year 2 than expected for their age.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.2 (27.0) | 26.9 (26.8) |
| Mathematics | 27.8 (28.7) | 27.0 (26.8) |
| Science | 28.6 (29.6) | 28.6 (28.6) |

There were 16 pupils in the year group. Figures in brackets are for the previous year.

- In 2004, the value added to standards between Year 2 and Year 6 was very high compared with all types of schools. This is a considerable achievement. It is due to the very good quality of the Year 5/6 teacher combined with the good quality school systems that provides continuity between classes. Compared with similar schools, standards were very high in English and well above average in mathematics and science. These standards have been evident over the past three years. The trend in standards over time is above average in Year 6. More-able pupils achieve particularly well due to the very high level of challenge for these pupils by the Year 5/6 teacher. The inspection judges standards as above the expected level in English, mathematics, science, ICT and history. This is a considerable achievement by the school considering the low standards on entry to the school and the high level of mobility of pupils. Pupils in Year 6 listen carefully and talk with assurance. They read confidently and give clear reasons for their choice of favourite author. They write interesting and carefully written extended stories. In mathematics, pupils handle numbers, including decimals, accurately and have a good understanding across the mathematics curriculum. Pupils carry out scientific investigations very confidently and have a good level of scientific knowledge. The higher than

expected standards in ICT and history are due to the same reasons identified above for the infant standards.

4. Pupils with special educational needs achieve well. They carry out similar tasks to the rest of the class but often at a simpler level. This ensures that they have the confidence to offer their views in the whole-class sessions. The school works hard to ensure that pupils with English as an additional language achieve well. They track pupils who are new to English very carefully and use this information to provide work that matches their needs. Black African pupils' achievement is also tracked carefully. The school works hard to raise these pupils' self esteem, and they often make high quality contributions to lessons. Traveller pupils achieve well because they receive additional good quality specialist support and because teachers value their contributions in lessons. The Year 5/6 teacher and the reception teacher are particularly good at challenging more-able pupils. This leads to high levels of achievement. There has been good improvement since the previous inspection. Standards are higher at the end of reception, Year 2 and Year 6.

Pupils' attitudes, values and other personal qualities

Attendance is **satisfactory**. Pupils' behaviour and attitudes are **very good**. Pupils' personal development, spiritual, moral, social and cultural development are **very good** overall.

Main strengths and weaknesses

- Pupils have very positive attitudes towards learning and towards each other.
- Behaviour is very good in lessons, around the school building and at lunch and play times.
- The very high emphasis on personal development across all ethnic groups leads to high levels of racial harmony.
- The very good quality spiritual, moral, social and cultural development is evident across a very wide range of the school's provision.
- There are very good procedures for promoting attendance.

Commentary

5. Pupils have very good attitudes, which make a very positive contribution to their learning. Their enthusiasm for work is apparent in lessons, and they respond well to challenges, trying hard to do their best. Pupils are supportive towards each other and work very well in groups and pairs. They encourage each other to persevere and to think out solutions to problems, which leads to a very positive and productive context for learning. Teachers frequently give praise in lessons and pupils respond very positively.
6. Behaviour in and around the school is very good. Pupils enter the building in an orderly way and are warmly welcomed by staff. Pupils walk sensibly up and down the stairs and show very good manners to both adults and other pupils. Staff support pupil movement around the school and prefects from Year 5/6 reinforce sensible behaviour very effectively and are proud of their role. Behaviour both in and out of lessons is very good and pupils work and play in a

mature and thoughtful way, even when extremes of weather make lunch and play times challenging.

7. The school greatly values the richly diverse cultural nature of the school. All staff work hard to promote high-quality relationships across all pupils. This ensures that pupils respect each other's values and feelings. There are high levels of racial harmony, and pupils from every ethnic group are integrated well into the life and family of the school. The school provides very effective programmes of work, such as the project called 'Just Linking', which helps pupils to understand about rights and responsibilities, fair trade issues and poverty. This raises pupils' awareness of these issues and helps them to identify racial, economic and cultural stereotypes.

8. Spiritual, moral and social development is very good. Assemblies provide very good opportunities for pupils to develop spirituality, and they respond very sensitively to the opportunities to reflect and to listen to the Bible readings. Teachers lead prayers very sensitively at the beginning of the morning and afternoon sessions. A sense of calm and purpose fills the room, as pupils are encouraged to think of each other and of God. This helps to create a very caring ethos within the school, where pupils consider their actions and how they may affect others. Teachers use every opportunity to explain right and wrong to pupils. This ensures that pupils have a very good understanding of school rules and expectations. Staff provide a very good variety of opportunities to develop social skills. Pupils relate very well to each other and work very well in a range of different situations from pairs to small groups to the whole-class. Cultural development is good. The school celebrates a wide range of multi-faith festivals, such as Eid, Diwali, Chinese New Year, Jewish celebrations and Harvest. There has been good improvement since the previous inspection. The school has sustained the very good behaviour and attitudes and has improved social development.

9. The school puts considerable effort into promoting good attendance. The role of the attendance officer plays an important part in this process. It has improved it to a level that is in line with the national average. Whilst unauthorised absence remains higher than the national average, the school has significantly reduced it since the previous inspection.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data: | 4.1 | School data: | 1.4 |
| National data: | 5.1 | National data: | 0.4 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

There were no exclusions from the school last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching is **good**, the curriculum is **good** with **good** opportunities for enrichment. Care and welfare are **very good**. Partnerships with the community and other schools is **good**, partnership with parents is **satisfactory**.

Teaching and learning

The quality of teaching and learning is **good** overall. Assessment is **good**.

Main strengths and weaknesses

- Staff manage pupils' behaviour very effectively.
- The good-quality support staff and teachers work very effectively together to support pupils with special educational needs, together with pupils with English as an additional language.
- Pupils apply themselves well to their learning because staff use encouragement very effectively.
- Teachers from reception to Year 6 have high expectations of each pupil's learning of basic skills.
- There are some excellent features in the Year 5/6 and reception teaching, but there are some unsatisfactory features in the nursery teaching.
- Staff use the good-quality assessment systems well, but opportunities are missed for pupils to assess their own work.

Commentary

Summary of teaching observed during the inspection in 35 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|-----------|--------------|----------------|---------|-----------|
| 2 (6 %) | 10 (28 %) | 17 (49 %) | 6 (17 %) | 0 (0 %) | 0 (0 %) | 0 (0 %) |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. All staff manage pupils' behaviour very effectively. They set out the school's expectations clearly and handle any incidents sensitively but firmly. This leads to very good behaviour in lessons and ensures that there is a very positive and calm context for learning. Whole-class discussions are positive occasions because there are few interruptions from the main discussions. Pupils expect to settle down quickly to tasks and to complete them within the time set for the activity. Teachers organise pairs of pupils very carefully to ensure maximum co-operation, and this leads to very good collaborative learning.
11. Teachers work in a productive partnership with the good-quality support staff. Pupils with special educational needs greatly benefit from this organisation. Staff know each of these pupils' learning needs well and ensure that they are able to take small steps in their learning, leading to good achievement. Staff also work well with pupils with English as an additional language. Teachers use practical examples and resources effectively to emphasise the new key learning. This overcomes the language difficulties of these pupils and ensures that they understand the task and make good progress. Staff work well with visiting personnel from outside agencies. This provides valuable additional support for pupils needing extra help in their learning, particularly for traveller pupils.
12. Staff are very good at encouraging pupils to do their best. There is a high emphasis in the school on creating high-quality relationships with every pupil. This has a very positive impact on raising pupils' self-esteem and makes them eager to learn. This is particularly effective with all of the new pupils that arrive at the school. They settle in very quickly to their learning, with minimum disruption, due to the careful organisation of support for these pupils in lessons set up throughout the school.
13. There are excellent features in the Year 5/6 teaching. Lessons proceed at a very fast pace, the teacher has extremely high expectations and very good subject knowledge. These features are also present in the reception teacher's work. Both teachers have an extremely clear understanding of the level of development of each pupil and they are determined that every individual will fulfil their potential. The unsatisfactory features in the nursery teaching include an insecure knowledge of the nursery curriculum, too much observation of children, which results in missing opportunities to take their learning forward, and a lack of clarity when introducing new learning. The very good quality nursery nurse in the nursery compensates for the weaknesses of the teacher.

14. There is a very good assessment co-ordinator who works hard to maintain and develop the quality of the assessment. She is constantly looking to introduce new strategies to improve the school's systems. There is a thorough analysis of end-of-year achievement, and pupils' progress over time is readily accessible through the clear charts that the co-ordinator produces. The school carefully tracks pupils with special educational needs, together with pupils with English as a new language, Black African pupils and more-able pupils through these systems. This has a very positive impact on learning because teachers have a good understanding of individual progress. The school has recently introduced very well structured assessment each term. This is beginning to have a significant impact on learning because teachers are required to link this assessment directly into lessons. Assessment is very good in ICT and in reception. Assessment is not accurate enough in the nursery. There is some involvement of pupils in assessing their own learning but this is not consistent across different classes or lessons. There has been good improvement in both teaching and assessment since the previous inspection.

The curriculum

The school provides a **good** curriculum with **good** levels of enrichment. Accommodation and resources are good overall.

Main strengths and weaknesses

- There is a good balance between core and foundation³ subjects.
- The very good provision for inclusion ensures that all pupils have full access to the curriculum.
- There is good provision for pupils with special educational needs, together with pupils who have English as an additional language, traveller pupils and more-able pupils.
- The provision for curriculum enrichment is good, but there are not enough extracurricular opportunities.
- The classrooms, library, learning resources and outdoor play areas are of good quality.

Commentary

15. The curriculum gives all pupils a good balance between work in English, mathematics and science and other subjects, such as music, art and the humanities. This ensures pupils develop all aspects of their learning well. The school ensures pupils make very good use of their literacy, numeracy and ICT across all subjects. This is particularly good for more-able pupils, who produce high-quality work.
16. The school has very good strategies for inclusion. It checks test results by gender, ability and ethnicity. The staff use these results to provide work that fully meets all pupils' needs. This is particularly effective in improving the performance of Black Africans.

³ Core subjects are English, mathematics, science and ICT. Foundation subjects are art and design, design and technology, geography, history, music and physical education.

17. The school makes good provision for pupils with special educational needs. It ensures they have full access to the National Curriculum and includes them in all school visits. All members of staff pay attention to pupils' targets and needs, and the Code of Practice⁴, when planning work. This good provision reflects the findings of the previous inspection. There is effective and sensitive support for pupils who have English as an additional language. This ensures they achieve well. The school has regular support for traveller pupils, and the visiting teacher works well with the school's staff. There is a good quality programme for identifying more-able pupils across the school.
18. There is good provision for curriculum enrichment through a wide range of visits, visitors, concerts and performances. The school makes very effective use of the rich local history and diverse community. These links enhance pupils' knowledge and understanding very effectively. However, staff illness has halted the school's programme of extracurricular activities. At the moment, there is one lunchtime recorder club. This is popular and enjoyed by pupils. The headteacher has sensibly taken into account the workload of staff.
19. The school has a well-stocked library which pupils use for class sessions and independent research. The school has a well set out computer suite, which increases pupils' skills effectively in ICT. It is justifiably proud of pupils' achievements in this subject. These are all improvements since the previous inspection. The good-sized classrooms and good-quality learning resources support pupils' learning well. The use of the basement hall, the play areas, soft surfaces and a designated ball game area, all make positive contributions to pupils' physical development. Overall, there has been good improvement since the previous inspection in the curriculum and the accommodation.

Care, guidance and support

Procedures for ensuring the pupils' care, welfare and health and safety are **very good**. The support, advice and guidance given to the pupils are **very good**. The school has **good** procedures for involving the pupils in its work and development.

Main strengths and weaknesses

- Induction procedures are very effective.
- Very good care and guidance helps all pupils to achieve well.
- Staff know individual pupils very well and there are very trusting relationships between pupils and adults.

Commentary

20. The school's induction procedures are very good. Staff work hard to make the school welcoming to parents of all backgrounds. They provide useful and understandable information and make the school's expectations and values very clear from the outset. There are very good systems to welcome new pupils, such as open day facilities and opportunities for parents to stay with their children until they settle into the school. The school welcomes pupils who

⁴ The Code of Practice contains the government's requirements for supporting pupils with special educational needs.

join at any time. The buddy system works very well in helping new pupils fit in. The very good induction procedures are successful in setting high standards and expectations and help the pupils to settle quickly into their learning.

21. Staff know and understand the pupils in their care very well. They are very alert to the individual needs of the pupils, who come from a rich mix of backgrounds. The teachers and their assistants monitor the pupils' personal development informally, but nevertheless, very effectively. They help them to celebrate achievements and the pupils enjoy working towards and achieving awards for good work and conduct. In lessons, the staff sensitively support pupils who need extra help with their learning. All staff take the pupils' safety seriously. They give them suitable guidance on safe working in practical lessons, such as physical education.
22. The school serves a community that often has complex and differing needs. Through the very good relationships that exist, staff provide very high quality help for pupils who are learning English and quickly equip them with the skills needed to make the most of their lessons. Through providing extra help and individual support that is well matched to needs, the pupils who find learning difficult are fully included in lessons. The headteacher and her staff are strongly committed to promoting an ethos that encompasses the values of trust and respect. The school encourages pupils to share their views and concerns. Because they trust their teachers and adults, pupils are comfortable in talking to them, even about deeply personal matters. The trusting relationships make a very positive contribution to the pupils' enjoyment of their learning. The school has sustained the very good provision identified in the previous inspection.

Partnership with parents, other schools and the community

The school's links with the parents are **satisfactory** with some good features. Its links with the local community and other schools are **good**.

Main strengths and weaknesses

- The school keeps parents well informed.
- The partnerships with other schools and the community make an effective contribution to learning.
- Parents value the school and are very satisfied with it.

Commentary

23. The school provides the parents with a good range of understandable information. The weekly newsletter is effective in letting parents know about school events and achievements. It also effectively reminds parents and carers of the school's high expectations on matters such as good attendance. Teachers provide parents with a short, good quality summary each term of what they will be teaching. As the pupils move through the school, they record their homework regularly and appreciate the comments that their parents make in comments about their progress in reading. Annual progress reports are good quality and highlight exactly what the pupils have achieved and describe what they need to do to improve. The school encourages parents to attend termly

meetings with the teachers, which provides another useful way of discussing their children's work. Staff work hard to make the school a welcoming place at times such as the start and end of the school day, where parents talk informally to them about any needs or concerns.

24. The school uses its community well and builds productive links. It uses the area's rich cultural and arts facilities effectively to extend the pupils' learning. Pupils speak with great enthusiasm about how much they benefited from visits to museums and local theatres. Pupils benefit from taking part in events in the locality, such as singing in a local retailer's, which makes good contributions towards building pupils' confidence and self esteem. Pupils learn well from links with the citizenship project 'Just Linking', gaining significant knowledge of how rural communities work. The school welcomes visitors and volunteers well, such as senior citizens helping with reading. The school works well with local schools and benefits from projects where it gains resources and shares facilities, such as those for sports. Good links with the secondary schools prepare pupils well for the next stage of their education. The school welcomes students from colleges and secondary schools and helps them to develop their skills in taking their first steps into a chosen profession or vocation.
25. Parents from all backgrounds express a high level of satisfaction with all that the school does. The headteacher and her staff are constantly developing opportunities to involve the parents more. As a result, the parents support the school's fund-raising efforts and like to see the pupils perform and achieve rewards. Parents believe that the school is well led and that the staff work as a cohesive team. The parents know that the staff make sure that every child really does matter and achieves their maximum potential. Improvement since the previous inspection is good. The school's links with the community have improved and now make a better contribution to pupils' achievements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership and management of the headteacher and key staff are **good**. Management is **good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher sets a clear educational direction for the school.
- Key staff play an important part in developing their areas of responsibility.
- Monitoring is good overall, but the monitoring of lessons is not frequent enough.
- The governors have a long-term commitment to the school and are led very well by the chair of governors.
- The school handles its finances carefully.

Commentary

26. Leadership and management of the headteacher are good. She has a clear belief in the importance of valuing every pupil and in setting up systems to make sure that their individual needs are met. This leads to a high level of inclusion and ensures that achievement is good across all the different types of

pupils in the school. The headteacher places of a high emphasis on personal development and a Christian basis for education. This is particularly effective in supporting all the new pupils that move into the school part way through their schooling. They settle in quickly to their learning. The headteacher manages staff well. She works hard to ensure that their strengths are used to extend the quality of the provision across the school.

27. Key staff lead and manage their areas of responsibility well. There are some very good-quality co-ordinators in ICT, mathematics and history, which is having a very positive impact on standards. The headteacher ensures that co-ordinators have regular opportunities to work with the whole staff. This ensures that they have a good understanding of the strengths and weaknesses of the school's provision. The trusting family context established by the headteacher allows these key staff to improve provision through both formal and informal systems. The deputy headteacher is a very effective leader and manager. She works very closely with the headteacher, and this productive partnership is central to the success of the school. She works diligently at all her areas of responsibility, and this is having a very positive impact on achievement and standards. She provides a very good role model in her teaching of the Year 5/6 class.
28. The headteacher uses the small size of the school well to monitor developments informally and to create a family atmosphere where all contributions are valued. She balances this well with formal monitoring systems. However, due to long-term staff absences, the amount of formal monitoring lessons has been reduced and is not regular enough. This results in some variations across different teachers' performance.
29. The governance of the school is good. Many governors have served the school for a long period and have a very good understanding of the school's strengths and the nature of the catchment area. They work closely with the headteacher and share her personal philosophy. Governors play an important role in decision-making and challenge the headteacher in a supportive way. They ensure that all statutory requirements are met. The chair of governors is very good quality. She has a great commitment to the school and her very good educational knowledge is invaluable in taking the work of the school forward.
30. The school manages a very complex budget due to the high levels of mobility, particularly that of refugees and asylum seekers. The headteacher, chair of governors and governing body work closely together to manage the ever-changing financial situation. Whilst working hard to ensure a balanced budget at the end of the year, long-term decisions are carried through to improve the school's provision. The school bursar plays a valuable role in both monitoring the budget fortnightly and in discussing different possibilities for making the best use of available funds. The administrative assistant plays an important role in finances, gaining considerable grants to extend the school's resources. Overall improvement is good since the previous inspection, with the work of the governing body being of a better quality and the efficiency of financial planning also better.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|-----------------------------------|---------|
| Total income | 453,592 |
| Total expenditure | 469,298 |
| Expenditure per pupil | 3,312 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 30,028 |
| Balance carried forward to the next | 14,322 |
| | |

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, the provision is **good**. It is very good in reception and satisfactory in the nursery.

31. The teaching of the reception teacher is very good with excellent features. She has very high expectations and children achieve very well in her class across all the areas of learning. Children enter the nursery with standards well below expectations and are on track to be at the expected level in all areas of learning and above this level in personal, social and emotional development by the end of reception. Provision is satisfactory in the nursery. The work of the nursery nurse is very good. She has a very good understanding of the curriculum and the individual needs of each child. The quality of teaching of the nursery teacher is unsatisfactory. She does not have a secure knowledge of the nursery curriculum. She spends too long observing the children and not enough time taking their learning forward. She does not introduce new learning clearly enough. The work of the student in the nursery is good. The very good quality nursery nurse and the good quality student compensate well for the weaknesses of the nursery teacher. Achievement in the nursery is satisfactory across all the areas of learning except for personal, social and emotional development, where achievement is good. Children with special educational needs, together with children with English as an additional language, make satisfactory progress in the nursery and very good progress in reception. Leadership and management are satisfactory. The co-ordinator set up the nursery very well when it opened and the nursery nurse runs the systems that she introduced very effectively. However, the co-ordinator is appropriately concentrating on her new work in running the reception class and has not had enough time to support the new teacher in the nursery. There has been good improvement since the previous inspection, with higher standards by the end of reception.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good** overall. It is very good with excellent features in reception and good in the nursery.

Main strengths and weaknesses

- All staff place a high emphasis on this area; children sustain their concentration well and are interested in their learning.
- Children develop a good understanding of right and wrong because staff reinforce this consistently.
- The reception teacher has high expectations of this area of learning and reception children develop very good levels of independence.

Commentary

32. Teaching is very good with excellent features in reception and it is good in the nursery. Children achieve very well and standards are on track to be above the expected level by the end of reception. All staff create very good quality relationships with each child. This develops their self-confidence very well and ensures that children sustain their concentration on different tasks. Staff intervene sensitively to ensure that children behave appropriately. They are careful to outline the expectations of key principles of the school, such as sharing resources, and children have very good skills of working co-operatively together. The reception teacher provides high quality opportunities for children to take the initiative and they respond very well, using the interesting resources to try out new experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good** overall. It is very good with excellent features in reception and satisfactory in the nursery.

Main strengths and weaknesses

- In reception, staff take every opportunity to extend children's communication and language skills, but in the nursery, opportunities are missed.
- Children achieve very well in reading in reception; the nursery teacher does not support individuals effectively enough in extending their responses to books.
- The reception teacher has very high expectations in developing writing skills and children's achievement is excellent in this aspect.

Commentary

33. Teaching in reception is very good with excellent features. Teaching is satisfactory in the nursery. Achievement is very good in reception and satisfactory in the nursery. Standards are on track to be at the expected level by the end of reception. The reception teacher and teaching assistant begin communicating with children as soon as they get into school and continue until they leave at the end of the day. This gives children confidence in speaking and listening and extends their vocabulary very well. In the nursery, the nursery nurse follows the same principle and children expect to respond to her questions. However, the nursery teacher misses opportunities to extend children's communication skills and does not interact verbally with individuals enough. The reception teacher organises reading very thoroughly. More-able children read at a level much higher than expected and children have a good understanding of technical terms for books, such as title page, because the teacher covers this systematically in lessons. In the nursery, the nursery nurse reads stories sensitively to children, but the teacher does not play an active enough part in supporting these whole-class activities. The reception teacher ensures that children develop confident technical skills in writing through the use of weekly practice. She has extremely high expectations of children's independent writing and the more-able children reach much higher levels than expected for their age. She supports other children extremely effectively in the writing of simple sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good** overall. It is very good in reception and satisfactory in the nursery.

Main strengths and weaknesses

- The reception teacher emphasises mathematical language well; the nursery teacher misses opportunities for this development.
- Children handle simple calculations confidently in reception; the nursery teacher does not use enough practical apparatus to extend children's mathematical development.

Commentary

34. Teaching is very good in reception and satisfactory in the nursery. Achievement is very good in reception and satisfactory in the nursery. Standards are on track to be at the expected level by the end of reception. The reception teacher emphasises mathematical terms carefully across different activities. She supports individuals very sensitively in learning new terms, such as 'plus'. This supports the mathematical development of the children with English as an additional language very effectively. The nursery nurse uses opportunities, such as baking bread hedgehogs to extend children's understanding of shapes very effectively. However, the nursery teacher does not use opportunities across the curriculum to reinforce children's mathematical understanding. The reception teacher develops children's basic calculation skills effectively by using practical contexts, such as the number of children in the class. This captures children's interest and provides interesting problems for them to solve. Children recognise numerals to twenty and have a simple understanding of how to write out addition sums. The nursery teacher does not provide enough practical resources for children to develop confidence in simple counting, and this reduces their achievement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good** overall. It is very good with excellent features in reception and good in the nursery.

Main strengths and weaknesses

- Children achieve very well in handling computers in reception and achieve well in the nursery.
- Staff provide interesting activities in designing and making, and children achieve well in both classes.

Commentary

35. Teaching is very good with excellent features in reception and satisfactory in the nursery. Achievement is very good in reception and satisfactory in the nursery. Standards are on track to be at the expected level by the end of reception. The reception teacher has very high expectations of children's ability to carry out tasks, such as collecting data independently. She works extremely

effectively with small groups to teach them new computer skills, such as producing a simple pictogram. This gives children such a high level of confidence that they choose to carry out similar tasks independently. Staff in the nursery give children good support when they choose to work on computers, and this extends their skills well. In reception, children thoroughly enjoy designing and making things, such as round jam sandwiches. The nursery nurse gives children very good opportunities to prepare food and encourages them to develop investigational skills, such as tasting different types of vegetables and fruit.

PHYSICAL DEVELOPMENT

Provision in physical development is **good** overall. It is very good with excellent features in reception and satisfactory in the nursery.

Main strengths and weaknesses

- The reception teacher provides excellent opportunities for children to develop movement skills and handling small equipment.
- The nursery teacher lacks confidence in teaching movement lessons.
- There are good opportunities in both classes for children to develop skills in handling tools and materials.

Commentary

36. Teaching is very good in reception with excellent features. Teaching in the nursery is satisfactory with unsatisfactory features. Achievement is very good in reception and satisfactory in the nursery. Standards are on track to be at the expected level by the end of reception. The reception teacher uses the new basement facilities extremely well to extend children's physical development. She provides extremely clear instructions for children, works imaginatively with the classroom assistant and has an extremely good understanding of every child's level of development. This leads to very good achievement by all children. They control balls very confidently and run and stop to commands. In contrast, the nursery teacher is not clear about the new learning to take place in lessons and does not give individual children enough support. The nursery nurse and student support individual children very well in these lessons and give lively demonstrations for children to follow when they don't understand what to do. In both classes, there are plenty of opportunities for children to develop skills in handling tools, such as pencils and scissors, and children enjoy developing these skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good** overall. It is very good in reception and satisfactory in the nursery.

Main strengths and weaknesses

- The reception teacher provides very good opportunities for imaginative play and the nursery nurse supports this development very well in the nursery.

- Children produce imaginative paintings and models in reception through the very good quality individual support they receive.

Commentary

37. Teaching is very good in reception and satisfactory in the nursery. Achievement is very good in reception and satisfactory in the nursery. Standards are on track to be at the expected level by the end of reception. The reception teacher plans carefully for the development of children's imaginative play in the role-play area.⁵ She provides very good quality resources to extend children's learning and uses additional adults very well to extend children's play. Children take up different roles very confidently and thoroughly enjoy taking roles, such as the doctor or the patient. Children transfer these skills very effectively into other situations, such as being the teacher and pretending to teach a group of other children. The nursery nurse extends children's play very effectively in areas such as the home corner and uses the resources skilfully to sustain children's attention. In reception, children are very proud of their final artistic products. They use paint confidently to produce lively pictures of objects, such as rainbows and buses, and take great delight in giving their models final touches, such as glitter on the cheeks of their faces.

⁵ Role play areas are set up to provide children with different contexts for taking up varying roles such as doctors' surgeries or toy shops.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well overall and very well in the Year 5/6 class. Standards are above average by Year 6.
- Standards are rising in speaking and listening, reading and writing.
- Pupils develop very positive attitudes to learning because the quality of teaching and learning is good.
- Good use of assessment ensures work matches pupils' needs and abilities, but pupils do not have enough opportunities to evaluate their own learning.
- The good quality leadership and management ensure that pupils have an interesting and relevant curriculum.

Commentary

38. Standards in English are rising. The strong teaching team in the infant classes is having a positive effect on achievement in Year 2. It is evident that pupils will achieve standards that meet those expected nationally. This is an improvement from the below average standards in 2004. Pupils in Year 6 are on target to achieve standards that exceed those expected nationally. The very good teaching in the Year 5/6 class ensures that pupils are maintaining the previous year's above average standards. This represents very good achievement because several pupils were new to English when they entered the school. All pupils, including those from minority ethnic groups, pupils with special educational needs, together with more-able pupils, achieve well throughout the school. There is effective and sensitive support for pupils who are new to English. This enables them to learn and understand English and to join in lessons confidently. The school makes good provision for pupils with special educational needs. It identifies likely difficulties early and gives the pupils good quality support in and out of lessons. These special pupils quickly grow in confidence and self-esteem and achieve well. Additional support for traveller pupils ensures that they make good progress in relation to their needs. Teachers have a clear focus on higher-attaining pupils, and make sure they have work that extends their learning well. These strategies are helping to raise standards.
39. Standards in speaking and listening have risen since the previous inspection. Pupils' standards meet those expected by Year 2. They are above expectations by Year 6, with pupils talking and listening with assurance. This is good because many pupils enter the school with low levels of communication in English. Staff work hard to extend pupils' vocabulary in discussion sessions. Pupils speak clearly because teachers expect this. Pupils use 'talking partners' confidently. Pupils achieve well in reading because of the good teaching and interesting books. Standards meet national expectations in Year 2 and are above by Year 6. In Year 2, pupils tackle new words confidently and enjoy talking about the content of stories. There are structured reading programmes

outside the literacy hour. Pupils have regular sessions in the well-stocked school library. This is an improvement since the previous inspection. These steps increase pupils' knowledge of books and skills in reading. They help develop interest and enjoyment and awareness of the importance of reading. By Year 6, pupils have firm preferences for authors and give clear reasons for their choices. All staff work hard to interest pupils in writing and to raise standards. This is successful because standards meet national expectations by Year 2 and are above expectations by Year 6. Pupils' handwriting is consistently neat, clear and well formed. They take much pride in their work and are eager to talk about what they have written. By Year 6, many pupils write interesting, well-constructed and lengthy stories. They use ICT effectively to present different styles of writing and illustrations.

40. The quality of teaching in lessons overall is good, and ensures that pupils achieve well. It has many very good features, particularly in the Year 5/6 class. Pupils develop their literacy skills through interesting, enjoyable and purposeful activities. They work at a brisk pace and respond very well to the teacher's high expectations. One pupil said, "She has faith in us". Throughout the school, pupils enjoy very good relationships with each other, their teachers and other adults. All teachers give pupils plenty of opportunities to experiment with styles and vocabulary.
41. Teachers use assessment well to identify what pupils can do and what they need to do to improve. There is, however, inconsistency in the opportunities pupils have to identify their own achievements. The school is aware of this and is beginning to encourage pupils to say how they could improve.
42. Leadership and management are good, and result in consistent systems through the school, leading to good achievement. The co-ordinator has a clear view of achievement across the school. She knows what needs to be done to raise standards further and give colleagues good quality support and guidance. Her leadership ensures that pupils of all abilities and ethnicity have a good quality curriculum. This gives all pupils work that is relevant, interesting and challenging. The planning and setting of regular homework supports and extends pupils' learning effectively. This increases their ability to work independently and, along with the well-stocked library, is an improvement since the previous inspection. Overall, improvement since the previous inspection is good.

Language and literacy across the curriculum

43. Pupils use their language and literacy skills well in other subjects. Teachers plan these opportunities into lessons in subjects, such as history and science. This increases pupils' awareness of the importance of English. It helps them understand how to apply their knowledge in different situations.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well through the school and very well in the Year 5/6 class.
- Staff work well with pupils with special educational needs, together with pupils with English as an additional language, who achieve well.
- Teachers plan lessons carefully and have good subject knowledge.
- Staff use the good quality assessment systems well but miss opportunities for pupils to assess their own work.
- The subject leader is very effective and has a great deal of enthusiasm for mathematics and a clear vision for its development.

Commentary

44. Achievement is good through the school and excellent in the Year 5/6 class. Standards in the national tests in Year 6 have been consistently well above average or very high compared with similar schools. This is due to the excellent quality teaching in the Year 5/6 class, where the teacher has extremely high expectations. Standards in 2004 compared with all schools were above average. The inspection confirms these standards. Pupils have a very clear understanding of place value, including decimals and fractions. They handle calculations of areas and perimeters accurately and produce different types of data in graphs and charts using very small scales. Standards are rising in the younger classes because there is a strong emphasis on this subject and the assessment systems ensure that individual progress is tracked carefully as pupils move through the school. The national tests in Year 2 show standards as well below average, but average compared with similar schools. The 2004 Year 2 group was small and there were no more-able pupils in this year group. This year there are more pupils, with some more-able pupils. The inspection judges standards as average. Pupils recall addition and subtraction to ten accurately and estimate different measurements at the expected level. More-able pupils had a good understanding of place value and enjoyed doing mental calculations quickly.
45. Teachers plan carefully for pupils with special educational needs and use individual education plans well to provide small steps for their learning. Support staff give good quality additional help to these pupils as well as to pupils with English as an additional language. Both these groups of pupils tackle mathematics enthusiastically because staff make lessons fun and ensure that they succeed.
46. Teaching is good overall, with excellent features in the Year 5/6 class, which ensures good achievement through the school. Planning is thorough and carefully based on previous learning. Teachers use their subject knowledge well to produce lively whole-class sessions, whilst managing behaviour very well. This produces very positive attitudes towards this subject.
47. The use of assessment systems is good. Staff have a good understanding of individual needs, and they use the half-termly assessment well to identify pupils across the full ability range that need additional support. Opportunities are missed to involve pupils in assessing their own work to identify their future learning.

48. The leadership and management of the co-ordinator are very good. She is very enthusiastic about this subject and has a clear vision about how she intends to develop the subject in future. This has a very positive impact on the provision through the school. Improvement since the previous inspection is good.

Mathematics across the curriculum

49. The school develops mathematical skills well in other subjects, particularly in science, ICT and design and technology. Teachers plan carefully to develop pupils' confidence in using mathematics to solve problems. The Year 5/6 teacher is particularly good in challenging pupils to use mathematics to solve problems, such as using formulae in spreadsheets in ICT to calculate area and perimeter or producing high-quality graphs to record different pulse rates in physical education.

SCIENCE

Provision in Science is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above the expected level by Year 6.
- Staff give good support to pupils with special educational needs, together with pupils with English as an additional language, and they achieve well.
- Teaching is good in the junior classes and teachers use resources well to extend learning.
- Pupils develop literacy, numeracy and ICT skills well in science.

Commentary

50. Standards in the national tests in Year 6 compared with similar schools have been consistently well above average for the past three years. This is due to the very thorough coverage of the curriculum by the Year 5/6 teacher. Compared with all schools, standards were above average in 2002 and 2003, but dropped in 2004. This was because the current class teacher did not teach this subject throughout the year. She has returned to teaching Year 6 this year and the inspection judges standards as above average. Pupils handle scientific investigations with great confidence. They have a thorough knowledge across each of the aspects of the science curriculum. The 2004 teacher assessment showed standards as below average. There were no more-able pupils in this year group. It was not possible to observe teaching in the infant classes. Judgements are made in this age group through analysis of pupils' work and teachers' planning and discussion with the co-ordinator. Standards are at the expected level, and in the current year group, there are several more-able pupils. Pupils write simple reports using the scientific framework because the teacher uses this regularly. They have the expected level of scientific knowledge in areas such as living processes through their work on the body.
51. Junior class teachers ensure that pupils with special educational needs get extra help to allow them to carry out the tasks. Support staff give these pupils individual help to ensure that they understand the new learning. Teachers

emphasise the practical nature of this subject in lessons, and this benefits pupils with English as an additional language because they develop understanding through the visual impact of the teaching.

52. Teaching is consistently good in the junior classes, with very good features in the Year 5/6 class. This has a positive impact on pupils' achievement. Teachers have good subject knowledge and use it well to enliven lessons. They use a very good range of resources to stimulate pupils' interest. They give clear explanations, which introduces new learning well.
53. Pupils develop their literacy, numeracy and ICT skills very well through science. Teachers use talk partners well to reinforce learning. They expect written work to be produced carefully. In the Year 3 class, the links with shadow puppets extended pupils' scientific understanding well through drama. Pupils use charts and graphs to present findings clearly. The use of ICT is very good in the Year 4/5 and 5/6 classes, and develops understanding of the role of sensors in measuring and on spreadsheets to record findings. Leadership and management are satisfactory. Improvement is good since the previous inspection because standards have risen in Year 6 since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils achieve well through the school and very well in the Year 5/6 class.
- Teachers organise pupils in the computer suite very effectively and work closely with the support staff.
- The very good co-ordinator sets up very consistent systems throughout the school.
- The school provides a very well-balanced curriculum that extends personal development very effectively.
- The school works hard to gain additional funding to improve its resources.

Commentary

54. Pupils achieve well throughout the school. They use computers confidently in the ICT suite because teachers ensure that they have twice-weekly sessions to develop their skills. Pupils build well on the confidence and knowledge that they have gained in reception and nursery. From Year 1, they access their own personal files, identifying different applications quickly due to the clear instructions from the teacher. By Year 2, standards are above the expected level. Pupils move smoothly between different menus. They work confidently in skills, such as word-processing, editing their work and producing several grammatically correct sentences in a short time. Achievement accelerates in the Year 5/6 class because the teacher has very good subject knowledge and high expectations. She targets every pupil very skilfully and they try their best to produce good quality work. Standards are above the expected level by Year 6, with all pupils handling the different aspects of the curriculum confidently.

Pupils handle spreadsheets skilfully, using their own formulae. They produce good quality multimedia presentations and more-able pupils use a wide range of different techniques in their presentations. Improvement is good. Standards have risen in Year 2 since the previous inspection and the standards in Year 6 have been sustained despite the wider curriculum put in place by the government since then.

55. Teaching is good overall with very good features in the Year 1 and Year 5/6 classes. This ensures that pupils make steady progress through the school. All teachers organise pupils very carefully to work in pairs. They co-operate very well together to complete their tasks. Support staff have a very good understanding of both the task and the level of development of the pupils they support. This ensures that pupils with special educational needs achieve well through extra help in working their way through the tasks. Pupils with English as an additional language also achieve well because staff ensure that they understand the task. Teachers work very well with Black African pupils by raising their self esteem. The additional support that traveller pupils receive is good quality and extends their confidence.
56. The leadership and management of the co-ordinator are very good. This is ensuring that teachers are continually developing their skills and keeping up to date. The co-ordinator sets a very good example in her own teaching in the Year 5/6 class. She has a very good understanding of the work throughout the school through regular informal monitoring. She sets up very comprehensive assessment systems and ensures that staff use them consistently.
57. Teachers cover the full ICT curriculum very systematically. They set very clear rules for the way pupils use the suite and take turns on the keyboard. They expect pupils to make personal responses to their work. Opportunities for spiritual development are clear in tasks, such as the use of computer control to create crystal flowers in the Year 4/5 class.
58. The administrative assistant plays an important role in extending the provision of resources in ICT through applying for grants. The school is aware of the lack of interactive whiteboards and computers in all classes. The successful recent grant allocated to the school is clearly earmarked to remedy this deficiency. There has been good improvement since the previous inspection because standards have risen in Year 2.

Information and communication technology across the curriculum

59. The school uses the computer suite very effectively to extend learning across the curriculum. Teachers effectively focus on other curriculum areas in one of their two sessions in the suite. This increases pupils' interest and confidence very well because they have already encountered the subject earlier in the week. Teachers develop literacy and numeracy skills very well in activities, such as identifying the types of font used in notices around the school in the Year 1 class. Pupils develop a very good understanding of the use of ICT as a tool in the Year 5/6 class. They quickly produce presentations, such as detailed

and accurate graphs, to show the differences in pulse rates after physical exercise.

HUMANITIES

60. Only one lesson in **geography**, in Year 3, was seen during the course of the inspection. It is, therefore, not possible to make a secure judgement about provision, standards or the quality of teaching and learning. Evidence consists of work in the lesson, in pupils' books, around school and discussion with pupils. Pupils' work in books and around school indicates standards that meet those expected by the end of Year 2 and Year 6. The lesson seen confirms these findings. It shows a good level of achievement from a low starting point. This is an improvement since the previous inspection. The school gives pupils a wide range of visits and visitors. This plays an important part in making work interesting and relevant. Pupils talked eagerly about their links with a school in North Yorkshire. They showed a good understanding of life in countries, such as India and Africa, and are well aware of current events. For example, work on the recent tsunami has increased their knowledge of where countries are and how climate affects people's lives.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well through the school, and standards exceed expectations by Year 2 and Year 6.
- Consistently good quality teaching, with some very good features, ensures pupils of all abilities achieve well.
- Very good quality leadership gives all pupils a well-balanced curriculum.

Commentary

61. Standards in history are above those expected for pupils in Year 2 and Year 6. This is because they have very positive attitudes to learning. Pupils behave very well in lessons. They listen attentively and respond very well to the teachers. Discussions with pupils confirm these judgements. They spoke very clearly about the impact of past events on people's lives and showed very good understanding. For example, one pupil put forward the idea that he would be history by the time he was an old person. In the lessons seen, it was apparent that teachers have a good understanding of history. They use this knowledge well to give clear explanations. The work given to pupils is interesting and motivates them to learn well. For instance, some Year 6 pupils spoke confidently and accurately about life in Victorian times. They engaged in mature and sensible dialogue to explore the rights and wrongs of Victorian life. Pupils' understanding in Year 2 is extended in lessons when they investigate the causes and effects of the 'Great Fire of London'. This is an improvement since the previous inspection.

62. The consistently good quality teaching across the school has many very good features in Years 2 and 4. This is an improvement since the previous inspection. It ensures that pupils of all abilities achieve well in developing their knowledge and skills in history. The use of ICT and English in history makes a positive contribution to pupils' success in gaining historical skills and knowledge. Pupils make good use of the school's library to support their research skills. There has been a considerable improvement to the library since the previous inspection, and pupils enjoy using it.
63. Very good quality leadership ensures that all pupils, irrespective of gender, ethnicity or ability, achieve well. They have a good, interesting and relevant curriculum. This is an improvement since the previous inspection. It is a considerable success because many pupils enter the school with low understanding of the wider world. The use of visiting theatre groups helps pupils understand the values of different cultures and beliefs. Improvement since the previous inspection is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. It is not possible to make a judgement on provision in **art and design**, design and technology, music or physical education. No lessons were observed, but judgements are based on analysis of pupils' work, displays and discussions with teachers. Key features of teaching include a high standard of two-dimensional art and the effective use of medium and materials. Analysis of very effective art displays around the school shows that in Year 6, pupils have skills above the expected level in two-dimensional work in the mixed use of medium and materials. Still life work shows a sensitivity of pupils' drawing skills and an understanding of how combinations of colours can compliment each other. Pupils carefully use pastels, paints and pencils to create beautiful images. Pupils in Year 3 use pastels and pencils to thoughtfully recreate portraits by famous artists. Composition and the relationships between shapes and spaces result in some accurately observed and well constructed images.
65. Judgements in **design and technology** are made on the basis of one lesson seen and an analysis of photographs, work and displays. Features of the good quality teaching include pupils' level of enthusiasm for the subject and a wide range of activities, which are assessed thoroughly. In the Year 1 class, pupils are very enthusiastic to learn about different types of houses and homes and talk enthusiastically, making observations and sharing ideas with each other. The good subject knowledge of the teacher makes the topic relevant and interesting for the pupils, who respond with obvious pleasure and excitement. Analysis of previous work shows that there is a wide range of design and technology activities, which are linked to other areas of the curriculum. Food technology and mask-making activities show how literacy and science lessons are used to support and stimulate ideas. Designs for biscuit wrappers and photo frames demonstrate how pupils research, plan and evaluate their projects effectively. A wide range of materials is used from the well-resourced design and technology area to produce work and projects which are beautifully presented and of a high standard. The work is thoroughly assessed by the

teacher, and pupils needing either extra support or extended activities are clearly identified.

66. The only **music** observed was a lesson in Year 1, singing in assembly and the lunchtime recorder club. Discussion with pupils indicates that they enjoy their music lessons and are enthusiastic about the very new recorder club. This reflects the findings of the previous inspection. All pupils have opportunities to take part in concerts and to play musical instruments. They sing sweetly in unison and take their singing into the community at Christmas time. Pupils listen attentively to music in assembly and, in the lesson seen, achieved well. This is an improvement since the previous inspection. Violin teaching enhances pupils' work in lessons, although only one pupil is currently taking advantage of this opportunity. Visiting musicians increase pupils' awareness of a range of cultures from countries, such as the African countries. The good quality, number and range of resources make a positive contribution to pupils' interest and achievements.
67. Judgements in **physical education** are made on the basis of two lessons seen and a portion of another, scrutiny of photographs and discussions with teachers. Good quality features of teaching include links with other areas of the curriculum. In the Year 5/6 class, the teacher uses this subject very effectively to develop scientific investigations, such as taking pulse rates at various intervals during exercise. She also uses ICT well to record this data. In Year 3, the teacher uses dance and drama very effectively to develop pupils' spiritual development in activities, such as the use of poetry and music to create gentle flowing movements. The good quality teaching in the Year 1 / 2 class ensures that pupils gain confidence in making choices from a range of different movements in gymnastics. The school has good links with local sports colleges and uses their collective teaching expertise to extend gymnastics and games skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. It was not possible to make a secure judgement about provision in this subject. The high emphasis on personal and social development across the school's work extends this provision very well. Year 6 pupils take their responsibilities very seriously in roles, such as buddies and prefects. This has a very positive impact on younger pupils across all ethnic groups because they see representatives of their own race providing such a good role model. The school includes health education appropriately in its science curriculum. The long-term project on citizenship is of a very good quality, and gives pupils a valuable insight into a very good range of issues. The pilot class council in the Year 4/5 class is working well, with the councillors proud of their roles as representatives of their fellow class-mates.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| Inspection judgement | Grade |
|----------------------------------------------------------------------|----------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).